

DOCUMENT RESUME

ED 193 471

CE 026 774

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 TITLE Guidelines to Achieve Sex Equity in Vocational Home Economics. Final Report.
 INSTITUTION Washington State Univ., Pullman.
 SPONS AGENCY Washington State Commission for Vocational Education, Olympia.
 PUB DATE Sep 80
 NOTE 31p.

EDRS PRICE MF01/PC02 Plus Postage.
 DESCRIPTORS Career Education: Career Planning: *Curriculum Evaluation: *Evaluation Criteria: *Family Life Education: Females: *Guidelines: Home Economics: Males: Parent Participation: School Community Relationship: Secondary Education: *Sex Bias: *Sex Fairness: Sex Stereotypes: Student Attitudes: Teacher Attitudes: Teacher Behavior: Teacher Evaluation: Textbook Bias: Textbook Evaluation: Vocational Education

ABSTRACT

A project developed, field tested, and disseminated guidelines for elimination of sex bias/stereotyping of females and males in new and existing vocational educational curriculum materials, resources, and methods for home and family life teachers. During the literature review, existing instruments for achieving sex equity were identified. Tentative instruments were further explored. Advisory committee input was helpful in developing a preliminary model set of nonsexist curriculum guidelines. The guidelines were designed to assess the teaching environment and new and/or existing resources. (Appendixes include project materials and correspondence as well as a copy of Guidelines to Achieve Sex Equity in Home and Family Life Education.) The first part of the guidelines, Sex Equity in the Teaching Environment, has five sections that relate to the education of students: teaching behavior, student awareness, school/community, facilities and equipment, and occupational preparation. Responses to the items indicate strengths and weaknesses. Part 2, Guide for Review of Sex Equity in Resource Materials, can be used to review (1) textbooks, pamphlets, and other printed resources and (2) films, filmstrips, and other nonprint resources. This review assesses both role portrayal and language. (YIB)

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GUIDELINES TO ACHIEVE SEX EQUITY
IN VOCATIONAL HOME ECONOMICS

FINAL REPORT

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September, 1980

U.S. DEPARTMENT OF HEALTH,
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FINAL REPORT

Project No. 11W-2723-0012

GUIDELINES TO ACHIEVE SEX EQUITY
IN VOCATIONAL HOME ECONOMICS

Research Project in Vocational Education
Conducted Under
Public Law 94-482

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Pullman, WA 99164

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Pullman, WA 99164

September, 1980

SUMMARY OF THE PROJECT

During the period from December, 1978, through August, 1980, the Project Director and Research Assistant and Washington State University developed, field tested and disseminated a model set of nonsexist curriculum guidelines that can be applied to new and/or existing materials. In order to comply with federal regulations and the State of Washington's educational needs, the Washington Superintendent of Public Instruction and the Commission for Vocational Education have identified as a priority, the elimination of sexism in all federally supported educational programs, including vocational and career education (WAC, Rules and Regulations, Sec. 104.187).

Evidence of need for this project is further supported by the National Institute of Education in recommendations for revising curricular materials and teaching practices (Reider, 1977). In a study conducted in Arizona, Steele (1974) pointed out the need for leadership in developing nonsexist curriculum resources in vocational education.

Goals and Objectives of the Project:

Overall Objective: To develop and disseminate guidelines for the elimination of sex bias/stereotyping of fe/males in vocational education curriculum materials, resources, and methods for Home and Family Life teachers by September, 1980.

Sub-objective number 1. To hold a workshop in January, 1979 to increase selected educators' perceptions of sex bias/stereotyping from limited awareness of the existence of sexism in vocational education materials and methods, to recognition of the need for its elimination.

Sub-objective number 2. To hold a workshop in March, 1979 to increase selected educators' capabilities from the recognition of sexism to the analysis of instructional materials and methods, and to develop creative procedures to eliminate sexism.

Sub-objective number 3. To test the effectiveness of model materials in appropriate vocational education in programs based on criteria developed by May, 1980.

Sub-objective number 4. To facilitate implementation of model guidelines for the elimination of sex bias/stereotyping at training sessions and annual Vocational Education Conferences by August, 1980.

Procedures followed:

An Advisory Board was selected to be involved in meeting objectives during various phases of the project and an initial meeting was held in March, 1979. Members included representatives from the State Superintendent of Public Instruction Home and Family Life Staff, Washington Commission for Vocational Education Sex Equity Officer, vocational technical institutes, community colleges, teacher educators, from four year institutions, and secondary Home and Family Life teachers. Members of the Advisory Board are listed in Appendix A.

The project was designed to facilitate the elimination of sex stereotyping and bias in both education and work for females and males enrolled in Home and Family Life. The development and dissemination of a model set of nonsexist curriculum guidelines was designed for implementation in the classroom and on the job site. These guidelines were developed for the teaching environment and the new and/or existing materials.

During the review of literature, the project director and research assistant identified existing instruments for achieving sex equity. Tentative instruments were further explored; feasible ones were presented for a packet which was mailed to members of the Advisory Board prior to the March, 1979 meeting.

Input provided by the Advisory Committee was helpful in developing a preliminary model set of nonsexist curriculum guidelines. Additional suggestions for revising the guidelines were made by members of the Teachers Coordinating Council and the Home and Family Life State Staff at the May, 1979 meeting. Appendix B includes the names of those who helped revise the guidelines. In addition, graduate students enrolled in VTE 504, Expanding Roles in Vocational Education (summer school, 1979), also reacted to the guidelines.

In order to field test the guidelines, member of the Teachers Coordinating Council responded during the 1979-80 school year. Appendix C contains the correspondence pertaining to the field testing. Revisions were made following the field testing and the guidelines were prepared for final copy. The revised copy of the guidelines are found in Appendix D.

Dissemination of the guidelines took place at the August Vocational Conference, 1980. Orientation to these guidelines was given during a workshop.

Results and Accomplishments:

A model set of nonsexist curriculum guidelines has been developed and tested to alleviate sex stereotyping/bias in Home and Family Life programs for females and males.

It is significant to note that a graduate course was developed and implemented at Washington State University during this project. The class format provided an excellent framework for developing appropriate

activities to achieve sex equity in the secondary school setting. Special assistance during the summer session was given by the State Sex Equity Project Director and the Director of the Washington State University Office of Programs for Women.

The guidelines were designed to assess (a) the teaching environment; and (b) new and/or existing resources. An added feature of the teaching environment guidelines is that students can rate the environment as well as the teacher. This can prove to be a valuable exercise for all involved.

A presentation on sex equity was given by the project director at the North West Women's Conference at the University of Idaho in October, 1979. In addition, two workshops on sex equity were presented at the fall regional Future Homemakers of America meeting held in Connell.

Evaluation

The project director and research assistant accomplished the objectives set forth in the application. The timeline was modified to coincide with the calendar of the school year.

Each of the proposed objectives, with the exception of the last, was accomplished by the project director and research assistant. Sub-objective number 4 was accomplished in August, 1980.

Conclusions and Recommendations

Inservice workshops should be offered to all vocational educators to acquaint them with strategies to assist female and male students in achieving sex equity. Current resources and information are essential for continuing the efforts to eliminate sex bias/stereotyping in Vocational Education. Innovative strategies should be used to enroll more males in Home and Family Life programs.

To facilitate the achievement of sex equity, the cooperation of all educators, including administrators is essential. This may mean taking a new look at the total school environment including such processes as class scheduling, involvement of parents and community support.

STATEMENT OF THE PROBLEM

The significance and need for the proposed project has been evident in recent educational legislation, federal and state vocational and technical education priorities, and numerous research studies. The Education Amendments of 1972, Title IX provisions, and the Education Amendments of 1976 clearly specify that sexism in federally supported educational programs and practices is illegal. Federal grants supporting research for curriculum development and inservice training that will eliminate sexism in vocational and technical education are identified in the 1976 Act (P.L. 94-482, Title II, Sec. 132(b), 134(a-4)).

This proposal has a strong relationship to the global goals of career education. The preparation/vocational phase of the career education model is responsible for preparing students for entry level employment of either un/paid nature. Factors affecting labor force activity according to age and sex are (a) marketable skills of the individual, and (b) acquisition of individual and dual homemaking skills upon completion of an educational program. To provide students equal opportunities in education and equal opportunities in employment, an initial step is the development of a nonsexist curriculum for vocational education.

Products of the proposed project are designed for use by two target populations: 1) curriculum developers and specialists charged with the responsibilities of implementing the requirements of Title IX and the Education Amendments of 1976 regarding elimination of sex bias in vocational education; and 2) vocational educators and all others concerned with secondary and/or post-secondary instruction of an inservice or pre-service nature.

Direct benefits of the proposed products will be received by vocational education enrollees in the State of Washington; and by consultants charged by the Superintendent of Public Instruction and the Commission for Vocational Education to conduct inservice activities to eliminate sexism in vocational education and/or programs.

METHODOLOGY

An alternative for this project would be in the inclusion of other vocational service areas. Due to the shortage of time, only home economics was addressed in this project. With additional time for planning and increased budget, this study would be applicable for other service areas.

Dr. Ruth E. Martin, Project Director, conceived the idea for this project as a result of an Education Professions Development Act (EPDA) internship served at the American Vocational Association (AVA) National Office. This internship, experienced in the summer of 1978, provided Dr. Martin with opportunities to interview national leaders regarding the status of sex equity in vocational education. Following are a list of personnel and offices contacted during the internship: Nancy Carol Eliason, American Association of Community and Junior Colleges; Dr. Ralph Bergman, National Advisory Council of Vocational Education; Frank Burtnett, American Psychological and Guidance Association; Dr. Sheryl Denboe, Bureau of Occupational and Adult Education; Shirley McCune, Council of Chief State School Officers; Joy Simonson, National Advisory Council on Women's Education Programs; Holly Knox, Project on Equal Education Rights; and Mary Ann Wolfe, Women's Bureau - Department of Labor.

To achieve the identified objectives, the project director held an initial meeting of the Curriculum Project Advisory Committee. Represented were the Superintendent of Public Instruction, Home and Family Life State Staff, state sex equity coordinator, school district administrators, vocational teachers, and vocational technical educators. Members of this committee were involved in four phases designed to meet project objectives.

Phase One has as its major objectives 1) an assessment of project participants' perceptions toward existence of sexism in Home and Family Life materials, and 2) the development and delineation of a model set of nonsexist curriculum guidelines that can be applied to new and/or existing materials. Workshop participants included the Curriculum Project Advisory Committee members and representatives from the Teachers' Coordinating Council. Guidelines were edited and prepared by project staff for use in Phase Two.

During Phase Two, a workshop was conducted to evaluate existing print and nonprint instructional resources for evidences of sexism. Identification of creative procedures to eliminate sexism in existing instructional materials and resources were carried out. Participants of this workshop included Home and Family Life teacher educators/preservice teachers. The latter represented four of the public/private universities with a proportionate number of fe/males in the program. Products of Phase Two were:

1. Documentation of nonsexist instructional strategies.
2. Evaluation and documentation of selected existing non/print instructional resources.
3. Documentation of creative procedures to eliminate sexism in existing instructional materials and resources.

Products of both Phase One and Two were reviewed, edited and compiled by the project staff. Appropriate instruments to assess model materials during the field test were developed by project staff. Involved in the field testing were sites selected by the project director and the Curriculum Project Advisory Committee. Materials were revised following field testing and prepared for dissemination. A primary means of product assessment was an evaluation device prepared for participating field test Home and Family Life Instructors' use.

Phase Three involved the project staff, State Staff of Home and Family Life teachers, and the Teachers' Coordinating Council. The major activity involved in Phase Three was the testing and revision of the products.

Phase Four was planned to coincide with the Annual Vocational Conference held in August for all Home and Family Life teachers in the State of Washington. At this time the State Staff and State Sex Equity Project Director assisted in the orientation process as well as instruction on use of the products.

Dr. Ruth E. Martin, Project Director and Principal Investigator, had major responsibility for the final report of the project. It was submitted to the Research Coordinating Unit, Washington State Commission for Vocational Education. Carolyn Wyatt, graduate student, assisted in the preparation of the final report.

PROJECT OBJECTIVES

Overall objective:

To develop and disseminate guidelines for the elimination of sex bias/stereotyping of fe/males in vocational education curriculum materials, resources, and methods for Home and Family Life teachers by September, 1980.

Sub-objectives:

1. To hold a workshop in January, 1979 to increase selected educators' perceptions of sex bias/stereotyping from limited awareness of the existence of sexism in vocational education materials and methods, to recognition of the need for its elimination.
2. To hold a workshop in May, 1979 to increase selected educators' capabilities from the recognition of sexism to the analysis of instructional materials and methods, and to develop creative procedures to eliminate sexism.
3. To test the effectiveness of model materials in appropriate vocational education programs based on criteria developed by May, 1980.
4. To facilitate implementation of model guidelines for the elimination of sex bias/stereotyping at training sessions and annual Vocational Education Conference by August, 1980.

ACCOMPLISHMENT OF OBJECTIVES

Overall objective: To develop and disseminate guidelines for the elimination of sex bias/stereotyping of fe/males in vocational education curriculum materials, resources, and methods for Home and Family Life teachers by September, 1980.

On the whole, this project has developed guidelines to achieve sex equity in Home and Family Life programs. The guidelines focus on (a) The Teaching Environment which has 5 subparts: teaching behavior, student awareness, school/community, facilities and equipment, and occupational information; and (b) Review of Resource Materials which is appropriate for: textbooks, pamphlets, other printed resources; and films, filmstrips, other nonprint resources.

In addition, the guidelines were disseminated to Home and Family Life teachers at the annual Vocational Education Conference held in Spokane, August, 1980.

Sub-objectives:

1. To hold a workshop in January, 1979 to increase selected educators' perceptions of sex bias/stereotyping from limited awareness of the existence of sexism in vocational education materials and methods, to recognition of the need for its elimination.

An advisory committee was selected with members representing the State Superintendent of Public Instruction, Home and Family Life Staff, Washington Commission for Vocational Education, Sex Equity Office, Vocational Technical Institutes, community colleges, teacher educators from four year institutions and secondary Home and Family Life teachers. An orientation packet on sex equity was prepared by the project staff and sent to the advisory committee members. These orientation packets were used to increase the committee members' perceptions of the need for sex equity.

The Advisory Committee held a March meeting and reviewed the sex equity project. Members provided input for the development of the model guidelines. A decision was made by the committee to develop guidelines for the teaching environment and for resources - print and nonprint. Print resources refer to textbooks and pamphlets; nonprint refers to film and filmstrips.

Committee members worked in small groups and reviewed existing guidelines for the achievement of sex equity. They evaluated these guidelines and selected portions which were appropriate. New portions were written.

All committee work was submitted to the project staff for refinement. The guidelines were prepared for presentation at the May Home and Family Life Teachers Coordinating Council and State Staff. (The Teachers Coordinating Council represents the 16 areas of the state; the council membership numbers 32 teachers).

2. To hold a workshop in May, 1979 to increase selected educators' capabilities from the recognition of sexism to the analysis of instructional materials and methods, and to develop creative procedures to eliminate sexism.

The Home and Family Life State Staff and the Teachers Coordinating Council reviewed the model guidelines at their May, 1979 meeting in Ellensburg. Copies of the model guidelines were available to each individual.

The State Staff and Council reacted to the guidelines on the Teaching Environment and the review of resource materials. Specific suggestions for revisions were identified on the guidelines.

At a later date, these suggestions were studied in Olympia. Nancy Johnson, Program Director of the Home and Family Life State Staff and Margie Lowrance, Consultant for the Home and Family Life State Staff met with the project director for revision purposes.

3. To test the effectiveness of model materials in appropriate vocational education programs based on criteria developed by May, 1980.

Model materials were field tested in Home and Family Life programs during the 1979-80 academic school year. The schools of the Teachers Coordinating Council (TCC) served as the field test sites. Since the membership of the TCC is different each year, the field test sites were different from the TCC representatives on the Advisory Committee. Thus, new input was possible.

The model guidelines were revised by the project staff following the field testing. The Home and Family Life State Program Director also reviewed the guidelines. A final copy was prepared for dissemination.

4. To facilitate implementation of model guidelines for the elimination of sex bias/stereotyping at training sessions and annual Vocational Education Conference in August, 1980.

Home and Family Life teachers received model guidelines for the elimination of sex bias/stereotyping at workshop sessions at the annual August 1980 Vocational Education Conference. Orientation for use of the guidelines were given jointly by the state officer for sex equity and a secondary teacher who took the graduate sex equity courses and has implemented strategies to achieve sex equity in the classroom.

EVALUATION

See the above section on "Accomplishment of Objectives" for specific evaluatory comments.

CONCLUSIONS AND RECOMMENDATION

This study was planned to provide guidelines for the elimination of sex bias/stereotyping of fe/males in Home and Family Life materials, resources, and teaching environment. Teachers of vocational education programs are believed to play a crucial role in helping to achieve sex equity for all students. By promoting sex equity, female and male students will have opportunities to reach their full potential as members of family and community. Students need to be free to select future goals and potential vocational selections.

Recommendations from this study and comparable studies are:

- Assess the effectiveness of the Guidelines in achieving sex equity in Home and Family Life programs.
- Follow-up the use of Guidelines to Achieve Sex Equity in Vocational Home Economics in Home and Family Life programs.
- Involve all service areas of vocational education in programs and/or workshops to achieve sex equity.
- Involve administrators in opportunities to achieve sex equity through
a) monitoring teacher behavior, b) assessing and modifying curriculum,
and c) implementing non-traditional training programs.

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November 2, 1979

Teachers Coordinating Council Member
Home and Family Life Department
School District, WA

Dear :

Title IX and the 1976 Vocational Education Amendments have designated education as a change agent for eliminating stereotyping. Classroom teachers play an important role in changing and expanding students' attitudes about role expectations. The enclosed guidelines can be tools to help in expanding role expectations.

They were developed by the Sex Equity Advisory Committee; the Teachers Coordinating Council reacted to these guidelines last spring. Following suggested revisions, the guidelines are ready for field testing.

The purpose of the field testing is to: a) use the guidelines to evaluate actual teaching behavior and print/nonprint materials; and b) determine the effectiveness of the guidelines for use.

We would appreciate your participation in the field testing. Your input is needed in order to make final revisions on the guidelines for state-wide dissemination in 1980.

We would like you to use the guidelines to assess your teaching behavior and your resource materials. Your responses will be kept confidential. In addition, judge the guidelines for wording, clarity of expression, etc. Any suggestions may be recorded directly on the guidelines.

A self-addressed envelope has been enclosed for your convenience. Please return your completed guidelines by January 15.

If you have any questions, feel free to call me at 509-335-5117.

Sincerely,

Ruth E. Martin, Ph.D.
Projector Director

Enclosure

FIRST REMINDER

January 10, 1980

Teachers Coordinating Council Member
Home and Family Life Department
School District, WA

Dear :

Time is slipping away and January, 1980 is here. As I look at the calendar, I am reminded of the field testing deadline (January 15) for the sex equity guidelines.

How are you coming with your field testing? Just as a reminder, I am enclosing the cover letter which was sent November 2, 1979.

If you have questions or concerns, feel free to call me at 509-335-5117. I am looking forward to receiving your field tested materials

Thanks for your help. Best wishes for 1980.

Sincerely,

Dr. Ruth E. Martin
Project Director

Enclosure

SECOND REMINDER

February 4, 1980

Teachers Coordinating Council Member
Home and Family Life Department
School District, WA

Dear :

Last May when the Teachers Coordinating Council met in Ellensburg the sex equity guidelines project was introduced. The Coordinating Council indicated interest in following through on the guidelines to help eliminate sexism in Home and Family Life programs

In November a packet was sent to you with instructions for field testing the sex equity guidelines. The two parts of the field testing included: a) testing the guidelines by using them on resources in your department, and b) indicating whether the guidelines are practical, worded correctly, and feasible for use.

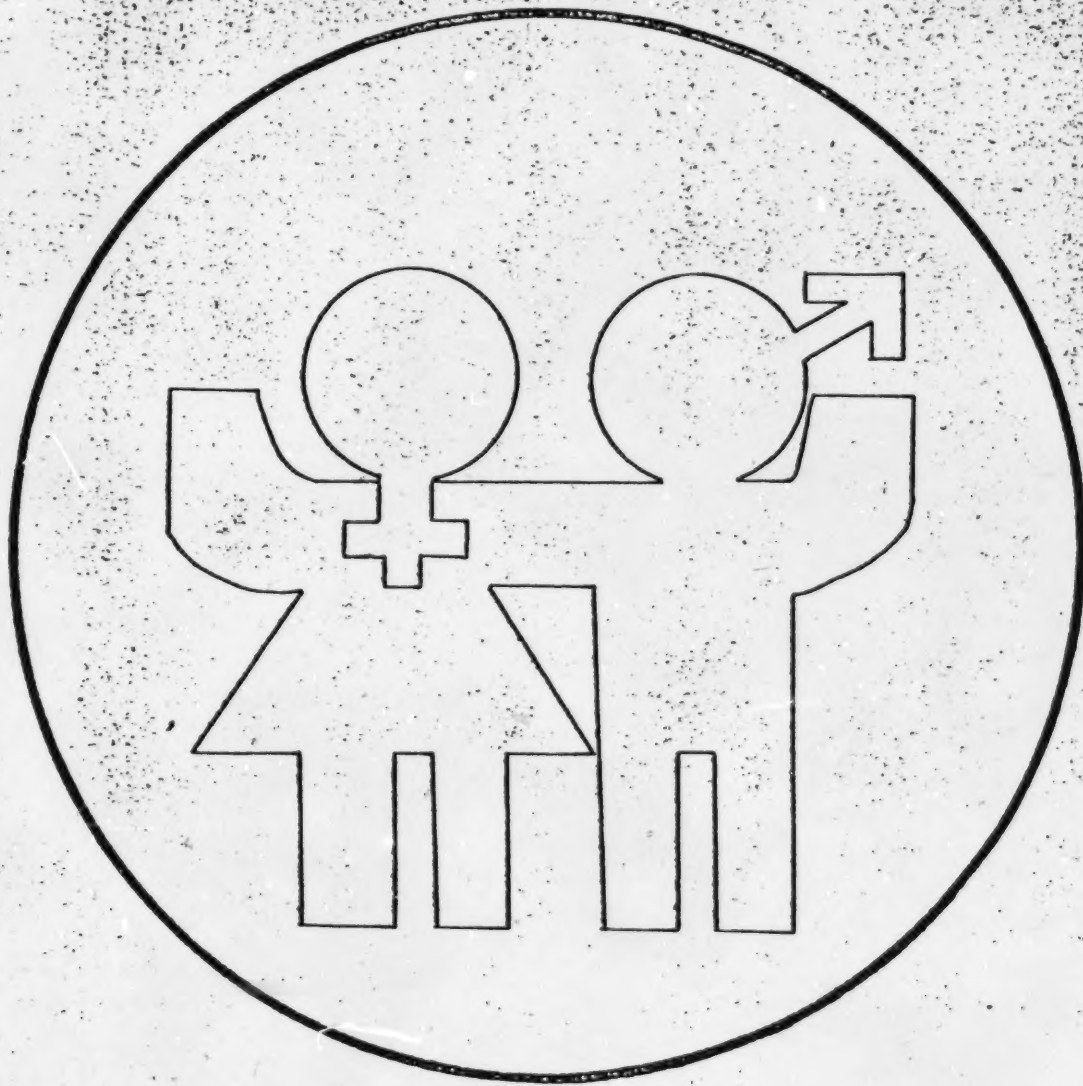
Since the field tested materials had not been received, I sent a reminder letter in January. If you have lost the original packet, please let me know and I will send a new packet. I desperately need your field tested materials in order to complete the project and have the guidelines ready for use.

Your cooperation will be appreciated. I look forward to hearing from you in the near future.

Sincerely,

Ruth E. Martin, Ph.D.
Projector Director

GUIDELINES TO ACHIEVE SEX EQUITY
IN
HOME AND FAMILY LIFE EDUCATION



Project No. 79-AHD(132)NP
Research Project in Vocational Education
Conducted Under Public Law 94-482

Ruth E. Martin
Home Economics Education Department
Washington State University
Pullman, Washington 99164



RESEARCH COORDINATING UNIT

Washington State Commission for Vocational Education

FINAL REPORT

PROJECT NO. 79-AHD(132)NP

GUIDELINES TO ACHIEVE SEX EQUITY
IN
HOME AND FAMILY LIFE EDUCATION

The project reported herein was performed pursuant to a grant from the Research Coordinating Unit of the Washington State Commission for Vocational Education. Contractors undertaking such projects are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Commission for Vocational Education position or policy.

Ruth E. Martin
Home Economics Education Department
Washington State University
Pullman, Washington 99164

September 30, 1980

GUIDELINES TO ACHIEVE SEX EQUITY IN HOME AND FAMILY LIFE EDUCATION

As a vocational teacher, you have been charged with the responsibility of achieving sex equity in the Home and Family Life program. A Home and Family Life program which encompasses sex equity fosters a deliberate effort to free males and females to expand and develop to their potential in work and family roles. To assist you in achieving sex equity in a Home and Family Life program, two devices have been developed. These devices accompanied by directions, focus on the teaching environment and resources.

The first, Sex Equity in the Teaching Environment, has five sections which relate to the education of students: 1) teaching behavior; 2) student awareness; 3) school/community; 4) facilities and equipment; and 5) occupational preparation. After responding to the items, you can locate your strengths and weaknesses. Then, you can determine what needs to be done to create a more equal environment.

A Guide for Review of Sex Equity in Resource Materials can be used to review a) textbooks, pamphlets and other printed resources; and b) films, filmstrips and other nonprint resources. To complete the review, respond to the categories used: 1) Role Portrayal; and 2) Language. Each of these categories are described in order to evaluate the resource more effectively. Space is provided for comments and final evaluation.

These guidelines have been developed as the result of research project number 11W-2723-0012 funded by the Research Coordinating Unit of the Washington State Commission for Vocational Education. Field testing of the guidelines was conducted during the 1979-80 academic year by Home and Family Life teachers.

Acknowledgement is given to Dr. Charlotte J. Farris, Cornell University, for her source book, Expanding Adolescent Role Expectations and to Dr. Elizabeth M. Ray, The Pennsylvania State University, for her work on Project to Update Textbooks and Materials in the Home Economics Curriculum Resource Center with Particular Attention to the Elimination of Sex Biased Stereotyped Materials. Their cooperation in sharing these materials is appreciated.

Sex Equity in the Teaching Environment

Directions:

Using the following device to check your teaching environment for sex equity, respond to each item by placing an x in the appropriate space. After completing the device, look to see where strengths and weaknesses are apparent.

	No effort has been made		We're trying		Much effort has been made
	1	2	3	4	5
1. Teaching Behavior					
1. Course content provided is the same for students of both sexes.					
2. Learning activities provided are the same for students of both sexes.					
3. Disciplinary action administered to males and females is the same.					
4. Comparison of male/female achievement in regard to accomplishments, attitudes, and behavior is avoided.					
5. Identification of terms is gender-free, i.e., "human", "person" instead of "man."					
6. Equal attention in regard to support and criticism is given to students of both sexes.					
7. The evaluation process used is the same for students of both sexes.					
8. Ongoing evaluation of the Home and Family Life program addresses sex equity.					
9. Human liberation is emphasized, not the liberation of one sex.					
10. Attitudes are being developed as well as knowledge and skills.					
11. Teacher serves as a model, free of sex role expectations.					
12. Nonverbal teacher behavior is analyzed in regard to eye contact and acceptance cues for students of both sexes.					
13. Student awareness to existing sex bias materials is encouraged.					

		No effort has been made	We're trying	Much effort has been made		
		1	2	3	4	5
	14. Teacher is aware of myths and realities that affect sex fair behavior.					
	15. Each Home and Family Life (H&FL) course is taught without stereotyping roles.					
	16. Differences in individual ability are recognized but not associated with gender.					
II.	Student Awareness					
	17. Students of both sexes are encouraged to belong to the youth organization.					
	18. Students are encouraged to examine the lack of sex equity in a variety of areas.					
	19. Students are acquainted with non/traditional roles through course content.					
	20. Learning activities accurately reflect broadened roles for family and work.					
	21. An awareness of language which portrays sex equity is developed.					
	22. Students can identify the lack of sex equity in their education and personal lives.					
III.	School/Community					
	23. Scheduling of classes is flexible enough to permit all students to elect Home and Family Life.					
	24. Criteria for student selection is identical for males and females.					
	25. Other teachers view the Home and family Life program suitable for males and females.					
	26. Materials are available to acquaint the parents and community with the attempt to achieve sex equity in the Home and Family Life program.					
	27. Administrators promote sex equity in the total school program.					

No effort has
been made

We're
trying

Much effort
has been made

1

2

3

4

5

28. Guidance counselors work cooperatively with the H&FL program to reflect the concept that both males and females need homemaking skills.

29. A variety of ways are used to inform school personnel and parents about current course content and its relevancy to males and females.

IV. Facilities and Equipment

30. All students have the same access to tools and equipment.

31. The H&FL department is furnished appropriately to reflect both males and females.

32. Bulletin boards/display cases show that both males and females are involved in H&FL.

33. Fitting rooms/areas provide sufficient privacy for all students.

34. Protective clothing required in a classroom setting is of unbiased design.

35. Furnishings and toys in the child development laboratory are equally accessible and appealing to either sex.

V. Occupational Preparation

36. Assistance is given to both males and females in recognizing their life will include work, homemaking and parenting.

37. Complete career information and encouragement is given to all students in consideration of their needs, interest, abilities.

38. Based on their interests and aptitudes, students are assisted in the development of career plans without regard to sex.

39. An active public relations program informs community of the contributions that H&FL programs make to the labor force.

40. Students are placed in jobs which show evidence of sex equity.

GUIDE FOR REVIEW OF SEX EQUITY IN RESOURCE MATERIALS: PRINT RESOURCES
For Evaluating Text, Lab Manual, Pamphlet, Other

DIRECTIONS: Select a resource for review and record the appropriate information.

TITLE _____
Author _____ **Copyright Date** _____
Name of Reviewer _____ **School** _____

Read the descriptions of the two categories, Role Portrayal and Language in Column I below.

- Read preliminaries such as Foreword, Introduction, etc.
- Observe every 20th page for materials over 200 pages and a smaller number for materials of fewer pages.
- Seek out illustrations to get a fair assessment.

Using the selected plan, record your evaluation in the following way:

SECTION A. SUPPORTIVE EVALUATION - Make specific comments in Column II. For easy reference, identify page number(s) as related to comments.

SECTION B. FURTHER COMMENTS - Write any additional notes about the resource that may not fit into the two categories, Role Portrayal and Language.

SECTION C. FINAL EVALUATION - On the basis of your Support Evaluation (A), check the appropriate Final Evaluation Column (C) for the category being rated.

Base decision to use a resource on the number of positive responses recorded in the Final Evaluation Column (C).

	A. SUPPORTIVE EVALUATION	C. FINAL EVALUATION		
I. Categories	II Textbooks, Pamphlets, Other	Usually	Sometimes	Rarely
ROLE PORTRAYAL				
1. Female and males are represented equally in main and supporting roles.				
2. Both females and males are described as having a variety of positive traits, abilities and expectations.				
3. Various racial and social class groups are represented in text.				
4. About the same number of women and men are referred to in the text, in case studies, questions and suggested activities.				
5. Females and males are described in a wide variety of home, family, school, work, and community roles and activities.				
LANGUAGE				
1. Language is neutral in gender and equally applicable to females and males.				
2. Description of females and males are parallel, i.e., husband/wife, not man/wife.				
3. Stereotyped assumption and descriptions are avoided.				

B. FURTHER COMMENTS:

GUIDE FOR REVIEW OF SEX EQUITY IN RESOURCE MATERIALS: NONPRINT RESOURCES
For Evaluating Film, Filmstrip, Slides, Other

DIRECTIONS: Select a nonprint resource for review and record the appropriate information.

TITLE _____
Producer _____ **Production Date** _____
Name of Reviewer _____ **School** _____

Read the description of the two categories, Role Portrayal and Language in Column I below. Review the resource by viewing and/or listening to visual materials, records, cassettes in their entirety.

Using the selected plan, record your evaluation in the following way:

SECTION A. SUPPORTIVE EVALUATION - Make specific comments in Column II. For easy reference, identify frame number(s) as related to comments.

SECTION B. FURTHER COMMENTS - write any additional notes about the resources that may not fit into the two categories, Role Portrayal and Language.

SECTION C. FINAL EVALUATION - On the basis of your Supportive Evaluation (A), check the appropriate Final Evaluation Column (C) for the category being rated.

Base decision to use a resource on the number of positive responses recorded in the Final Evaluation Column (C).

I. Categories	A. SUPPORTIVE EVALUATION	C. FINAL EVALUATION		
	II Films, filmstrips, Other Nonprint Resources	Usually	Sometimes	Rarely
<u>ROLE PORTRAYAL</u>				
1. About the same number of females and males appear in illustrations.				
2. Females and males are represented in a variety of positive traits, abilities.				
3. Various races and social groups are represented in illustrations.				
4. Narration is shared equally by female and male.				
5. Females and males are pictured in a wide variety of home, family, school, work and community roles and activities.				
<u>LANGUAGE</u>				
Captions and/or audio portions of films, filmstrips				
1. Equally apply to females and males				
2. Description of females and males are parallel, i.e., husband/wife, not man/wife.				
3. Avoid stereotyped roles.				

B. FURTHER COMMENTS: